

SEP 16 1890  
U.S. BUREAU OF EDUCATION

# AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

VOL. XXIII.

ST. LOUIS, MO., SEPTEMBER 9, 1890.

No. 8.

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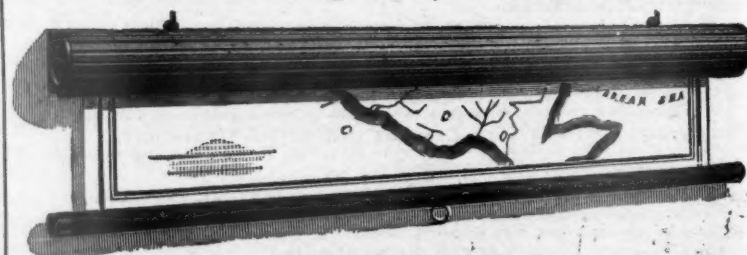
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# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIII.

ST. LOUIS, MO., SEPTEMBER 9, 1890.

No. 8.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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### TABLE OF CONTENTS.

Editorial.....	3
County Supervision.....	4
We are Able to do This.....	5
Good Tidings.....	5
Blanchard and White.....	5
Kentucky.....	6
Slojd.....	6
Walther College.....	7
A Strong Memorial.....	8
What is Required.....	8
The Reason Why.....	8
A Vital Institution.....	8
Art Education.....	9
Archbishop Ireland.....	9
Prof. J. Fairbanks.....	10
The New Campaign.....	10
From Other Countries.....	11
An Established Fact.....	11
A Vast Patrimony.....	12
The Great Masters.....	13
The Basis of Knowledge.....	14
How to Do It.....	14

THE work of the teacher is to build up and to honor and to unify. Intelligence is always and everywhere the strong right hand that builds up.

PLEASE to be sure to drop in and see us when you visit St. Louis to see the Exposition. Our office is now 1120 Pine Street.

THE work of our teachers is like the rising of the sun—it brings light. Blind are those who do not see it.

If you would realize the difference between ignorance and intelligence, you must know that the ignorant merely exist. The men, women and children who are intelligent live. There is a vast difference between mere existing and living in the 19th century. Ignorance exists, Intelligence lives.

Do not pass your life, or a day of it, in holding in. The real teacher is sent into the world to impart a new impetus to all earthly progress.



And National Educator.

St. Louis, Mo., Sept. 9, 1890.

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REMEMBER that the power of the printed page and the great benefit of its circulation among the people is in this—if one does not comprehend at once what he reads, he can re peruse it, if printed—but if he hear it only, there is no means of obtaining a repetition—hence the necessity for and power of circulating everywhere the printed page.

Do we not need a more liberal as well as a more correct public sentiment on this subject of the importance of our common schools. The people have absolute control of the whole subject, and when they shall be fully aroused to its importance and true nature, they will demand a system of common schools commensurate with the wants and needs of universal education.

NEARLY all of our leading editors realize the fact that the teachers aid the local papers more than all other influences put together. They create constantly an intelligent constituency who demand and are able to pay for newspapers. Ignorant people do not want a newspaper; they have no vision and no interest outside of and beyond their own stomachs!

OUR teachers are the heralds as well as the professed champions of an advanced civilization based upon the intelligence of the masses.

OUR common schools, by the spread of practical intelligence, render a great service to the State and to the Nation as well as to literature and science.

OUR common schools are destined to make all citizens of the republic of letters—a great work this.

LET us all take hold of and organize and multiply Reading Circles, meetings, lectures, recitations, and exhibitions of our school work everywhere in all the school districts of the State.

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Keep full of strength, hope, sweetness and light yourself.

Get a nine months' term of school voted, and your wages paid promptly at the end of each month, as other state and county officers are paid.

INTELLIGENCE repairs itself by every expression. The more it is diffused, the more helpful and prolific it is. Our teachers give of their best without impoverishing.

CERTAINLY government obedience and subjection to law is not an ulcer, but a beneficent protection of our social, commercial and political organization.

OUR common schools train the people into a system of regular progression which you observe always advances, intelligence never retracts; this is progress. This our teachers establish and vindicate.

OVER the horizon of intelligence rises the Divine Light which guides into the science of right living.

THE successful teacher must not only have a thorough knowledge of the subject taught, he needs a general knowledge of very much besides which he secures from reading our premiums.

THIS rivulet of intelligence which springs out of our common schools flows on into a brook, expands into a river which fertilizes the state and the nation.

To awaken the people from the darkness and lethargy of ignorance and imbecility—this is our work as teachers.

OUR teachers are the liberators of the people—they do not impoverish; but enrich all.

### A GOOD BEGINNING.

WE should like to publish about twenty thousand notes similar to the following from Supt. A. S. Coker, of Fredericktown, Mo.

This shows both interest and progress. Hon. B. B. Cahoon will remember that no such interest as this was manifested on our first visit to Fredericktown, Mo., but that was a good many years ago.

FREDERICKTOWN, Mo., Sept. 1, 1890.  
EDITORS AMERICAN JOURNAL OF EDUCATION. Gentlemen:—

We opened school here yesterday with about 300 pupils, and six teachers. Our full Board of Education was present at the opening with a well-arranged set of rules and regulations and syllabus of a course of study, which they have adopted for the school. Quite a number of citizens were present at the opening and speeches were made by Hon. James G. Donnell, Prof. Charles Flemming, of Bonne Terre, W. D. Crow, County Commissioner Edwards, Hon. B. B. Cahoon and others.

At the close of Mr. Cahoon's speech he deposited \$20 in gold with me to be given as christmas presents to the boy or girl in each of the four departments who shall make the greatest progress before the christmas holidays, five dollars for each department, so that you see the outlook for good school work is all that could be desired.

BRO BENJ. ST. JAMES FRY, editor of *The Central Christian Advocate*, St. Louis, wisely and properly declines to be "an ideal wooden editor."

THESE teachers following the torch of truth for a guide, consecrate their labors to the training of the new citizens of the Republic.

THERE is not a man on earth but owes thanks to our teachers for the care they take to cultivate these new citizens who are so soon to control and command the destiny of the republic.

It is in times of difficulty that great men and great characters display themselves.

THE work of the teacher is to build—to build hope, intelligence, courage, and character.



OUR teachers should not only be thoroughly competent intellectually, but they should be cultured ladies and gentlemen in their manners and conduct, for what you put into the *first* of life you put into the whole life.

WE cannot expect to get something for nothing in the way of competent teachers for a low salary, any more than we can expect to reap wheat by sowing chaff.

WITH abundant crops, and with the great prosperity of the people all over the country, the compensation of competent teachers should be materially increased. The minimum salary should be at least \$50 per month in all our schools. It is well to have estimates made to cover this demand.

LET the teachers contribute short items to all the local county papers, as to progress made by pupils in the schools. There is nothing of more interest and value to the people than to record the progress thus made.

If the items are short and full of information, the Editors will be glad to get and to publish them.

Our teachers constantly create an intelligent constituency for the editors in all the states.

WE are glad to observe, all through Iowa, Illinois, Missouri, Kansas, Texas and Colorado that our competent teachers have been promptly re-employed, and in most cases at an advanced salary.

A dozen such papers as the AMERICAN JOURNAL OF EDUCATION would not contain the list of those teachers thus deservedly honored.

INTELLIGENCE and enthusiasm, such as our teachers communicate, almost work a transfiguration in some children.

How they kindle and glow and expand under the inspiration of such instructors. Can we estimate the value of such an one? No—not in this world. Can we make their compensation too liberal or honor them more than they deserve? We fear that so far the tendency at least is in the other direction. We hope to show the people a better way.

THIS conquest of intelligence, of which our teachers are the vanguard, in its effects upon the property, progress and commerce of the people is incalculable.

WHEN the wisest, the most enlightened, the most virtuous government the people will be happy. It is for this result our teachers labor.

WHEN the people fully realize what the teachers of the nation have done—when one of them passes, coming generations will be taught to say, "There goes a hero!"

LET the four hundred thousand teachers in the United States that now enter upon the new year of their work, gird themselves for the full and faithful discharge of their duty, as leaders and builders of better homes, better society, better laws and better character. The people through these gain a thousand fold more than the schools cost them.

PART of a great host are we, the more than four hundred thousand teachers in the public and private schools of the United States. Our work is all for one and the same object, to help make a better, nobler, productive, christian, citizenship for this great people. So much has already been done by these faithful men and women in this direction that a foundation on which to build has been laid, broad and deep. Every day the structure rises higher in its grand and magnificent proportions. "The Sisters" of Loretto, the sisters of St. Joseph and of the Ursuline community and their various orders, toil effectually in patient sweet consecration and resignation to the call of duty, the vestal fire of a great faith illuminating their silent pathway. Others too, a great number, without badge or sign, go in and out before an ever eager multitude of restless spirits athirst for knowledge; quietly they train and teach, with every pulsation of the heart, giving out the flowers and bloom of life. Who can ever estimate our indebtedness to these earnest, self-denying workers for the common weal.

Let us with strong words of commendation and with the unmistakable sign of cordial sympathy make their pathway one of light and joy. They earn and deserve recognition for all their patient devotion. Its results flame out in the strong, beautiful characters of our patriots, statesmen, artists and poets, who light up the centuries as they pass.

WHAT can an ignorant person do or see?

THE ignorant have no sight—no knowledge—no discernment—no growth no will—no faith. They are helpless, always a burden. The way to get relief from this burden of ignorance and crime is to educate so that each one can not only provide for himself but do something as all intelligent people can do to enrich the State.

Intelligence pays. Ignorance costs.

LANGUAGE as taught in our common schools becomes the vesture of thought. Our teachers clothe the children with this vesture.

Is it not beautiful and comprehensive? By all means let it be pure.

Do our teachers quite realize the potency and power of this element of unity and friendship in their work?

The fact is that these four hundred thousand teachers are brothers and

sisters—without knowing each other; kindred souls, working to bring light and to give power each in their separate place and way and sphere—but their combined work is the redemption of the people—it is prophesy—it is history—it is the salvation of the nation.

YES—let us write the *great* things our teachers have achieved. They have to a certain extent and degree abolished ignorance and darkness and helplessness wherever they have been employed and sustained even for a short time.

Is it not a fact that intimacy with those who are better than we are, invites to the influence of their example, and to the confidence which springs from the presence of this aid, giving the children a new and powerful kind of emulation springing from a desire to be united with those we love; it gives nobleness to affection, ardor to will, and confidence to our action.

There are thousands of these uncrowned kings and queens doing faithful work in the ranks of our teachers in all the States.

Happy is the child who has found in such, a friend, a model; who can mingle affection with esteem, admiration and respect.

Through the openings of this intellectual horizon dawning now upon the people by virtue of the work our teachers are doing, what infinite combinations for good take form among them.

How much life is to be enlarged; how happiness is to be increased; insight and oversight and foresight is to be given—and all are to be uplifted. Poetry, philosophy and righteousness are to take the place of ignorance, stupidity and selfishness. In all the work and in all these triumphs we are to share, this phalanx of four hundred thousand.

#### COUNTY SUPERVISION.

Call for men of sound discretion.

—SHAK.

THE people, as well as many of our teachers, yet need to learn the value of *competent superintendence*; that no low-priced man is fit for the place; that he should be experienced, active, energetic, inventive, unselfish, generous and not afraid to work—knowing how to lead without becoming officious and how to awaken enthusiasm without becoming a crank or a charlatan. A man abreast of the times in the *new* and the *old* education, able to humor and not offend prejudices unnecessarily until they can be educated out of existence; with ability to introduce meritorious methods under either old or new names so as not unnecessarily to offend the good people of the State; having the wisdom of the serpent with the harmlessness of the dove; as industrious as a beaver and as persevering as a noxious weed.

We need competent leaders, who accept place and office to work for the

regeneration of the school; to the end of educating our whole school population; leaders able to comprehend the whole work to be done, and with courage to move against the hosts of indifference and illiteracy, which threatens us with the direst evils and such as, if not cured, will assuredly leave us to hug the forms of democratic government after the spirit of life had departed therefrom. We can all unite to secure County Supervision.

MANY of our teachers, we are glad to observe, seem to understand and appreciate the power of the press.

We wish all of them would thus co-operate with this power—more mighty than armies, religions, legislators and rulers—more rapid than the winds—more boundless than space—as powerful and indestructible as thought itself. You speak quietly, but you speak very loud when all the people of the county read and repeat what you say about your school and its improvement in the local papers.

#### WE ARE ABLE TO DO THIS.

"Ability in means and choice of friends."  
—SHAK.

WE are able, now, in most of the school districts, where the great mass of the people get all their schooling they ever secure, to keep the schools open about nine months in the year, and we are able to pay the teacher for every such school, at least a minimum salary of \$50.00 per month if we only thought so.

Do our teachers get this? Are the funds provided to pay this at the end of each month, as other county and State officials are paid?

If not, why not.

The teacher is as important to the town and the county as the sheriff, or the judge or the attorney. These officers are paid regularly, promptly and liberally.

In fact, just in proportion as we employ competent teachers and train the people into an intelligent industrious, productive, law abiding citizenship—just in that proportion we get citizens, instead of criminals; industry instead of idleness; intelligence instead of ignorance; hence, the teacher is the more valuable citizen, and his or her compensation should be as liberally and as promptly paid as any other. Is this the case now?

O, YES, the farmer will see to his swine, his sheep, his cows and horses *daily* and in person; if not, he is negligent. But as to our own children, in our own image, some teachers tell us that not a parent has been inside the school for a whole term, where their children remain six hours daily! How can these parents know what is going on there.

Let us make the schools so pleasant and attractive that they cannot keep away. Get up an exhibition and show the people that their children can *do more* and are *worth more* than their pigs and sheep.



THE ignorant man, woman or child is already an exile. The first duty of the teachers is to bring this exile into light and into joy, and into co-operation. This is what the schools are for in every community.

### COME TO STAY.

"And gave you such a masterly report."  
—SHAK.

PROF. C. M. WOODWARD, of the Manual Training department of Washington University of St. Louis, made his report, at St. Paul, to the department of

#### INDUSTRIAL EDUCATION

On the "nomenclature and classification of manual training work." This committee was selected two years ago to make a thorough study of the subject and report at this time. It was composed of a large number of educators in this department of public school work in large cities of the country. Nearly the whole time was given to the important report of Prof. Woodward's paper and the discussion following it. After reporting on the nomenclature of manual training works and making various suggestions, the committee took up the more important as well as interesting topic of the classification of this work. It was the result of their experience and observation in this line that manual training should not be taken up in schools below the second grade in the grammar schools. It was their judgment that the time of the younger pupils could be better employed. And in the two grammar school grades the work should go no farther than ordinary modelling with carpentry work with the ordinary tools. Work with the machine was better left to the pupils in the high school grades.

These views did not meet with the most cordial approval throughout the audience. A number were on their feet at once and the discussion became quite animated.

One of the speakers, a lady from Boston said that she had had ample opportunity for studying the methods in vogue in the public schools of that city, and she could testify that manual training methods were no less valuable to the younger pupils than those of the higher grades. It created an interest in the whole curriculum, and had the effect in hundreds of instances of keeping boys in the public schools for some years after they would have gone out into the world under the ordinary conditions. Only about one in twenty public school boys graduated under the present system, and if this ratio could be increased by manual training methods, their value was only too apparent from this fact alone. Others took the same view of the matter, contending that manual training begun in the lower grades all tended to the wholesome development of the children, and aroused a general interest in the curriculum which could not be attained by any other method.

But the contest was not all one-sided. There were plenty of defenders of the committee's report, and with the ample time for talk, and free speech the rule, it was not strange that the discussion became quite animated.

The report of Prof. Woodward seemed to stand solid against all objections and will go down in the annals of the convention substantially as made. However experts might differ as to the details it was the unanimous opinion of the committee, and all present, too, for that matter, that *manual training had come to stay*; its perpetuity as a feature of the public school system of the country was assured as a certainty.

### GOOD TIDINGS.

"The tidings that I bring,  
Will make my boldness manners."  
—SHAK.

MR. C. W. BARDEEN, editor of the *School Bulletin*, of Syracuse, N. Y., was wisely chosen to speak for and to represent "the North Atlantic States" at the meeting of the N. E. A. held at St. Paul. His matter and manner was in all respects most admirable, as those who knew him expected it would be.

The good tidings he brought of the progress of the common schools, high school, Normal schools, academies, and colleges under the competent leadership of Hon. Andrew L. Draper served as a tonic to the vast audience who heard them. He said:

"Mr. President, I bear good tidings. Speaking particularly for New York, but of a movement extending beyond its borders, I report a recent progress almost incredible. If any of you were asked to name the greatest awakening in American educational history, you would point to the work of Horace Mann, half a century ago. Knowing that work, and weighing my words, I believe that more than Horace Mann did for Massachusetts in twelve years, Andrew S. Draper has done for New York in five. Here are facts.

Five years ago the annual expenditure for schools was fifteen millions. To-day it is twenty millions.

Five years ago the school tax was divided so as to favor the cities. To-day from this tax, increased by a third, the first appropriation is of one hundred dollars for every teacher employed thirty-two weeks, now our minimum school year.

Five years ago, schools engaged their teachers "during the pleasure of the board." One ingenious trustee hired his teacher every evening for the ensuing day. To-day no contract can be made for less than ten weeks.

Five years ago the contract was usually verbal, and disputes were frequent. To-day a blank for written contract is printed in the school register, and must be filled.

Five years ago trustees used to hire their teachers for so much "and board around;" or, still worse, "and board

with him." To-day a teachers wages can be paid only in money.

Five years ago the time of payment was indefinite, and thrifty trustees got five per cent. for advancing money. To-day all salaries must be paid monthly.

Five years ago trustees had ways of keeping their teachers from institutes. To-day, the school can draw no money for the weeks the institute is in session unless the school has been closed, the teacher has been at the institute, and full wages have been paid the teacher for the time in attendance.

Five years ago the teachers were licensed by a hundred and forty different men, on examinations each of those one hundred and forty men prepared for himself. To-day certificates are granted only on uniform questions prepared by the Department of Public Instruction, sent under seal to all parts of the State, and opened at the same hour in every county.

Five years ago on the morning after the annual election of trustee the fields were black with men and women hurrying across lots to his house to be first on hand and secure the appointment. To-day the trustee searches in vain for certificated teachers at the former starvation wages, and when he has doubled the pay he often has to look far to find a candidate.

So much for common school education, but we are progressing quite as rapidly in the higher.

Five years ago our Regents' examinations, the one superior feature of our system, extended only to the common branches. To-day they cover every subject in the high school course.

Five years ago, teachers who wanted to do college work at home had to get degrees from Illinois. To-day the University of the State of New York is preparing courses for home study unapproachable in extent and liberality.

Five years ago our great State library was practically useful to only residents of Albany. To-day arrangements are under way whereby any responsible citizen may write to the librarian, "I wish to read up on such or such a subject," and receive by return express a box of the books most useful for such investigation, to be packed back into the same box when he is through with them and returned at the expense of the State.

What is better than all, we have now the spirit of progress. Five years ago, we shrugged our shoulders and said, "The politicians won't let us." To-day the politicians are with us.

Five years ago the colleges pulled one way, the normal schools another, the academies another, while the common schools looked on and didn't pull at all. To-day it is a long pull, a strong pull and all pull together, and we are learning what the united teachers of a State can accomplish under competent leadership.

Five years ago, when a New York man rose in this Association to talk about school systems, you long-headed and long-legged westerners used to wink at one another, as much as to ask, "Can any good thing come out of Nazareth?" To-day we say unto you, "Come and see;" and not to be vague or indefinite, we say, "Come next summer, and to Saratoga."

All teachers should take and read the local county papers and if possible, one or two of the great weekly papers also, so as to keep fully abreast of the times.

The reader of these periodicals and other papers like the AMERICAN JOURNAL OF EDUCATION, will become a reader of books, and though the process may be a slow one, it is inevitable that such a person shall become an intellectual and moral power in any community in which they may locate.

### BLANCHED AND WHITE,

Such strong renown as time shall ne'er decay.  
—SHAK.

Stanley says: "The end crowns the work." I said this December 10, 1866. I say it again this date of 1890. I have brought exiles back to their homes; I have reunited parted families; I have rescued those who were in sore straits; I have borne the young and aged and placed them in their loved land of Egypt; I have brought the beleaguered Governor out of his threatened bondage. Wherefore, as those were the aims of the work and they have been accomplished, I say 'the end crowns the work.'

True, I am blanching and white, but what matters it?

I have naught to regret, and if any mission of the like nature presented itself I should still wish to do it; for whether here or there, life stays not, but rushes on apace, and men must work and strive. But let us do it bravely and fitly with all our strength."

WHEN we consider that the whole tone of a community is affected by the character of their schools; that the standard of conduct and morals in general is set by them; in fact, that society, through and through is so largely what the common schools have made it—then we say, it is well that our good people set such a great store by their home schools.

THE teacher should be always in the forward ranks of thought as well as information.

THESE ideas instilled by the teacher sometimes breed tempests among the people.

AFTER this mournful harvest of prejudice against our common schools let the teachers everywhere sow the seeds of intelligence.



## ARKANSAS

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S. M. MATHES, Little Rock..... } Editors.  
J. B. MERWIN..... }

THE *Woman's Chronicle* of Little Rock, Ark., says: "We offer our best wishes and prayers for the best interests of our beloved State, while we beg of the good citizens a dispassionate consideration of a state of affairs which allows one-quarter of the inhabitants to dominate, govern and control the other three-quarters."

What sort of a government is it—which excludes the best three quarters of its citizens?

THE *Chronicle* says: "Many citizens having the interests of the whole State of Arkansas at heart, believe that the best disposition possible to be made of the arsenal grounds, is their donation by the National government to the State of Arkansas, to be used in her educational interests. To the unbiased mind there can be no question as to the greater benefits which would accrue to the State, should the government see fit to make the generous donation. To this end every effort should be made by those who have the educational interests of the State at heart, and who feel a genuine pride of seeing a great institution of learning erected upon the spot on which the United States arsenal now stands."

### KENTUCKY.

#### A Potent Agency.

"Light seeking light,  
Doth light of light beguile."  
—SHAK.

MR. E. W. ELROD, in his report to the State Teachers' Association of

KENTUCKY, on "Journalism," and its relation to the Common Schools, said:

"Whatever tends to educate the masses prepares them to appreciate and properly encourage the press. The common school being one of the greatest factors by which the masses are educated, it is to the interest of the local paper to lend its aid in every effort to arouse a healthy public sentiment in favor of better common schools, in favor of a school system that will bring Kentucky to the proud position of at least being on a par with her sister States now in advance of her."

Let our teachers enter upon the great work everywhere in faith, in patience and above all in the spirit of love.

"For love's a virtue for heroes  
As white as the snow on high hills,  
And immortal as every great soul is,  
That struggles, endures and fulfills."

When our teachers learn through this instrumentality and that of the local press to cultivate a community of understanding and agreement—a harmony of policy and procedure—no

political organization can stand against them or thwart their united effort.

Our teachers have become the champions and wish the triumph of great ideas—because it is the only triumph which sheds no blood—the only one which rests upon public opinion and justice—and above all the only one which endures.

This work done by our teachers is always and everywhere a blessed and an honored work.

### SLOJD.

#### What is it?

SLOJD is a hand craft or educational work in wood. The models are so arranged that the principles of mechanics follow in sequence. Progressive instruction in the use of tools is given, while the work advances from the simple to the difficult.

The system is founded on pedagogical rules.

The exercises adapted to the mental and physical development of the pupil, so he is always able to make the model himself. He thus develops independence and self reliance.

Slojd develops practical intelligence, the ability to judge and utilize circumstances, gives skill to the hands and trains the eyes to see, to calculate and judge. It fortifies the habit of self activity, inculcates the importance, charm and advantages of order, neatness and accuracy; cultivates diligence, perseverance and circumspection.

Slojd broadens the mind, and is at the same time a good diversion for exaggerated mental effort. It excites love for work in general and respect for physical labor. In developing habits of concentration it has no equal.

It really converts destruction into construction. It also develops physical strength, bringing into action every muscle of the body.

Slojd is a connecting link between the Kindergarten and the Manual Training School.

Teachers of both sexes are trained in the new Institute at Chicago.

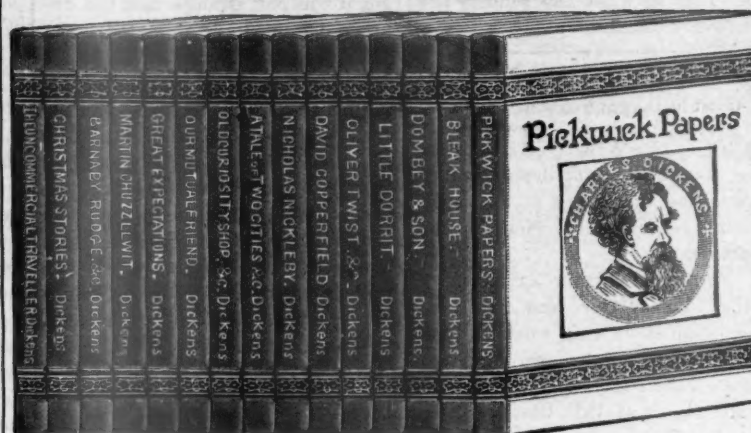
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PROF. MERI TOPPELIUS,  
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Dear Sir—I wish to avail myself of the above offer at once. Enclosed I send you \$2.00 by money order or registered letter. Please send the AMERICAN JOURNAL OF EDUCATION one year, and the set of fifteen volumes of Charles Dickens' complete works by mail, post paid, to ☐ Here sign your full name,

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The governing power—that is, the people—must be taught in our common schools how to govern or it cannot govern. Can a man do that which he knows not how to do? The people have distributed the functions of government between the national and the sectional or the state authorities, and have wisely retained in themselves the initial exercise of all power through the ballot. The ballot is the republican form of government both in the nation and in the state.

Intelligence is necessary in the individual, who is the sovereign, in the one as well as in the other in the state and in the nation. We must know how to enact wise, good laws, which shall embody equity and justice for all—or we must *smart* for, and pay for the poor, unwise laws made by the state and nation. Ignorance costs. Intelligence pays.

#### WALTHER COLLEGE.

WE are indebted to the President of Walther College, Prof. A. C. Burgdorf, for the following data in regard to this new and important educational enterprise which is to add largely to the worth, and the wealth of culture for which St. Louis is already celebrated abroad as well as at home.

Walther College is to be conducted on the Christian principles expounded in the symbols contained in the Book of Concord of 1580, and held by the Evangelical Lutheran Church, but there shall be no religious test of admission of students into the College.

The aim of the College is to offer its pupils opportunities for obtaining a good general education, founded on the principles of true Christianity, and of preparing either for actual business life, or for entering upon a full collegiate course, or for pursuing professional studies, with the view of fitting themselves for the discharge of the growing responsibilities and duties of American Christian citizenship.

One of the greatest of German writers, with an interest which takes hold of eternity, and with tender pathos, asks:

"Can there be a more wretched economy than of the faculties of the soul? They were given us to be improved and expanded, to be carried as near as possible to perfection, even to be prodigally lavished, for a high and noble end.

How can we love a son without indulging the flattering hope that he will be generous and gallant, without wishing him that renown which may, as it were, multiply his existence, and make us near from every side the

name which our own heart is continually repeating?

Why should we not enjoy with rapture the talents of a son, the beauty of a daughter?

Can there be a more strange ingratitude towards the Deity than indifference for his gifts?

Are they not from heaven, since they render it a more easy task for us to please Him whom we love?"

The discipline will be kind, but firm and in accordance with true Christian principles.

The officers consist of President, Henry F. Mueller; Vice-President, Chas. W. Behrens; Secretary and Treasurer, Wm. C. Schultz; Assistant Secretary, Prof. Edmund Suel.

Board of Trustees: Rev. Otto Hanser, Henry F. Mueller, Wm. C. Schultz, F. Schwartz, Prof. A. C. Burgdorf, Chas. W. Behrens, Henry Schenkel, Conrad Kellermann and John Beckert, Jr. President of the Faculty, Prof. A. C. Burgdorf. Superintendent, Rev. Otto Hanser.

The grounds are ample and those wishing to do so can board with the President in the large and beautiful residence on the college campus.

A fine gymnasium, library, chemical laboratory and all the other appliances for a liberal education have been provided by the liberal board of trustees.

We have looked carefully over the whole Institute and throughout the house and grounds of the President, also through the course of study and commend most cordially the enterprise to those who would provide a thorough Christian education for their sons and daughters, as we understand that the ladies are also to be admitted this year. Several States and some of the larger Cities of the country were represented in the list of students last year and the number will be largely increased at the opening of the College this year.

Such institutions are an honor to the City and to the State and need no inspection here, or elsewhere—in this State—or any other State, and should be subject to none outside of the honorable board of officers and their friends who have founded and are with so much credit and efficiency conducting these enterprises.

MISS MARIETTA HOLLEY, "Samantha Allen," is writing a story which will illustrate the wrongs of women, the evils of intemperance and the curious cowardice and inconsistency of many clergyman and leading laymen in hesitating to take sides with current reforms. The plot has much to do with the last General Conference of the M. E. Church. The story will appear as a serial in the New York Voice.

WHEN there is intelligence and progress at the head of society it marches boldly and steadily forward towards prosperity and happiness. In this leadership our teachers pay back ten fold the cost of the schools.

THE soul of the teacher, which shines through the eyes, becomes visible to the pupil—and, if strong, it draws him with an irresistible and invisible power into all good, as well as into all culture.

YES, when you come to look at it intelligently and closely, and compare the results, it is a great work these four hundred thousand teachers are doing for the people in the United States.

WHEN the teachers help themselves they help others; and when they help others, they help themselves. Let no one of the four hundred thousand teachers fail to circulate among the people the *Printed Page* liberally. In this work you are

"Twice blest—  
It bleaseth him that gives and him that takes."

OUR friends will find it a wise precaution to send *ten cents* to register all packages sent by mail.

If the postal clerks are not familiar with all the postoffices, if the book or package is registered it will go safely and quickly to its destination. Write your name plain, and in all cases it is well to give only one postoffice address, with the county and state. This should be taught in all the schools, too.



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Official Endorsement

OFFICE OF ARCHITECT OF THE ST. LOUIS PUBLIC SCHOOLS.

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J. B. MERWIN..... }

THE mighty heart of this great people begins to turn toward these teachers—these instructors, these saviours, and liberators of the children in sympathy, help, and appreciation.

This power of intelligence is expansive like all other powers.

OUR teachers make the children acquainted with their own power—their own character, their great possibilities too.

THE world, which is a part of our own patrimony, is greatly the gainer by the enrichment of every mind by the culture given in our common schools.

A CRIMINAL at large is a double curse; a curse to society and a curse to himself. He is morally diseased; and, like a man mentally diseased, should be placed under restraint, not for a fixed time, but till he is cured.

## A STRONG MEMORIAL.

"Setting endeavor in continual motion."  
—SHAK.

The following memorial is hereby respectfully submitted by the unanimous concurrence of the Superintendents' Association and the State Teachers' Association of the people of Texas, and their endorsement is asked to the end that the necessary improvements may be made by the State in our system of public free schools.

OSCAR H. COOPER, Chairman,  
PERCY V. PENNYBACKER, Sec.

W. S. SUTTON,  
E. F. COMEGYS,  
T. J. WITT,  
J. E. RODGERS,

Ex. Com. State Teachers' Ass'n.

1. We recommend that each county of the State be divided into as many school districts as justice precincts, and that the boundaries of the two coincide.

2. We recommend that the office of County Superintendent be established in every county having a scholastic population of 2,000 or more. That the establishment of the office be left optional to the Commissioners' Court of any county having a scholastic population of less than 2,000 and that the salary paid the County Superintendent be in no case less than \$800 per year; the same to be appropriated from the general revenue of the county.

3. We recommend that the board of trustees of each school district adopt for a period of not less than three years, a uniform series of text books covering the several branches of study required to be taught in the public schools, and that adoption of text books by counties be optional.

4. We recommend that two additional state normal schools for white teachers be established, one in North and one in Central Texas.

5. We recommend that it be made the duty of the Commissioners' Court of each county to order an election to be held on the first Saturday in June of each year in each school district, not voting a local school tax, to determine whether such tax shall be levied.

6. We recommend the enforced collection of \$800,000, defaulted interest due the available school fund from land sales made under land laws enacted prior to the year 1883.

7. We recommend the investment of the permanent school fund both state and county, in securities for the construction and equipment of school houses.

## WHAT IS REQUIRED?

"You do so grow in my acquital  
As nothing can unroot you."  
—SHAK.

THE following regulations are prescribed by the board of education for the admission of students to Sam Houston Normal Institute for term beginning September 23, 1890, and ending May 28, 1890.

1. AGE—Male applicants must be eighteen years of age and female applicant must be seventeen years of age when admitted as students.

2. RESIDENCE—The applicant must be a resident of the senatorial or representative district from which he or she asks to be appointed.

3. A pledge must be signed to teach as many sessions in the public free schools of this State as the student may attend sessions of the institute.

4. QUALIFICATIONS—Senators and representatives are earnestly requested to make their appointments on competitive examinations. All appointees will also be examined by the faculty on their arrival at the institute, and those will be rejected who do not pass a satisfactory examination in the following branches: Orthography, reading, writing, arithmetic, geography, English grammar, English composition, history of the United States.

All students are required to pay an incidental fee of \$1 at the beginning of each term of ten weeks, and a board fee of \$31.25 on entering, and the same sum at the beginning of the third quarter of the session.

Each senator will appoint one student. Each representative will appoint one student. The board of education will appoint fifteen students from the state at large, and the superintendent of public instruction will appoint five.

Students will receive tuition books, and one-half of the amount of board free. Such as have shown a decided ability for teaching and pledge themselves to make teaching their profession, and have not graduated, may, upon the recommendation of the principal,

be appointed for another year.

Appointees failing to report within fifteen days after the opening of the session will forfeit their appointments.

As many pay students as can be accommodated will be received. They will be required to pay the incidental fee, but not the board fee. They will receive books and tuition free, but must pay their own board.

None except those who intend to become professional teachers are desired or should be appointed to this institute. The institute is in every sense a training school, and is not maintained for the purpose of bestowing an academic education. Immediately on making their appointments the senators and representatives are requested to report same to Dr. J. Baldwin, principal, Huntsville, and to this office.

The press and all persons interested in popular education are earnestly asked to disseminate the information contained in this letter.

OSCAR H. COOPER,  
Superintendent of Public Instruction  
and ex-officio Secretary Board of Education.

CANNOT all our teachers put so much intelligence and spirit into their work as to create a real love for study and the wealth of culture and power that it brings—a love that never grows cold—a love that difficulties only kindle into a more glowing flame.

"For love doth evermore enrich itself,—  
Its bitterest waters run some golden sands!  
No star goes down, but climbs in other skies;  
The rose of Sunset folds its glory up,  
To burst again from out the heart of Dawn;  
And love is never lost tho' hearts run waste,  
And sorrow makes the chastened heart a sear;  
The deepest dark reveals the star of Hope,  
And Faith can trust her heaven behind the veil."

## THE REASON WHY.

"I bring a trumpet to awake his ear,  
To set his sense on the attentive bent."  
—SHAK.

Prof. R. M. Gannon, of San Felipe, Texas, in a word to the patrons of his excellent school, states the case plainly and so clearly that we should think every teacher in the United States would want to clip it and put it in the columns of the local papers so that all the people could get it.

Prof. Gannon says: "Imagine a pupil attending school during the study of addition and subtraction and then staying out of school while his class is studying multiplication.

How would he get along in arithmetic after that?

Everything is the same way.

A structure cannot be solid unless all the corner stones are all well laid in.

It is difficult to climb a ladder when at intervals of every few feet you find half a dozen steps knocked off. Therefore, let the pupils start with their classes so that the foundation of their education may be sound and solid, and send them regularly so that they may climb the ladder of

knowledge easily, and always let them be "on time," so that they may not miss their first lessons each day and disturb the whole school by coming in late.

If all interested in the school will read the foregoing suggestions carefully and lay them away for future reference, complying therewith as far as possible, the results that will be attained this year will be far in advance of what was reached last year."

THESE precious benefits of culture imparted by our teachers, preserved and enlarged by our common schools form the chief and the highest part of organized society—a wealth over and above farms, stocks, buildings, machinery and commerce, though very closely allied to all these.

## A VITAL INSTITUTION.

"But your discretions better can persuade  
Than I am able to instruct or teach."  
—SHAK.

HON. OSCAR H. COOPER, State Superintendent of Public Instruction in Texas, in his speech before the N. E. A. at St. Paul, on "Compulsory Laws and their enforcement," said:

"THE public school has become a vital institution of the whole people. It reaches more effectively the masses of the people than any other system in any great nation. The testimony of experts from the old world who have studied our institutions is conclusive as to the superiority of our people in regard to general intelligence and morality. Bryce, in his "American Commonwealth," states that the average of knowledge is higher, the habit of reading and thinking more generally diffused than in any other country, and the average of temperance, truthfulness, chastity and general probity is somewhat higher than in any of the great nations of Europe. To this result the American public school has contributed most largely. Some of the advocates of compulsory education, while they hold it is unnecessary for our native white population, maintain that it is needed to Americanize the foreign element, especially to fit the freedmen for citizenship. The danger point for the Southern States from this source has been passed. No people in any age of the world have made so much progress in popular education as has been made in the last ten years by the old Southern States. This progress has been made without the aid of compulsory education, and the experiment of compulsory education in these States would imperil the cause of the public schools. The great need of the South, and indeed of the whole country, is not more stringent laws to compel attendance, but better schools."

IDEAS are like birds of passage which drop seeds that spring into a beautiful and fruitful life. Let us not be afraid of them.



READING matter is cheap now, and that of the best quality, too. The fact is, that each *Weekly* edition of the *New York World*, which we offer as a premium with the AMERICAN JOURNAL OF EDUCATION actually contains as much reading matter as an average book which costs a dollar. We send fifty-two of the *Weekly* Editions of *The World* postpaid, and a copy of the AMERICAN JOURNAL OF EDUCATION for \$1.50.

A man who reads these papers carefully is to-day more thoroughly a citizen of the world than thirty years ago he could be of his own country.

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it cost has been returned to them many times over in the average increase of wages from \$27 per month to an average of about \$50 per month.

Let us make the wages an even \$50 per month, as a minimum, now, in all the states. We can afford to do this. In fact we cannot afford *not* to do it, for this would give us a full corps of more competent teachers.

#### ART EDUCATION.

"She hath prosperous art."

—SHAK.

MISS JOSEPHINE LOCKE, formerly supervisor of drawing in the St. Louis school, but now of the Cook Co. Normal School, Chicago, took a very prominent part in the department of art education in the meeting of the National Educational Association at St. Paul. "High School Work in Drawing" was the special topic considered. Miss Locke has very pronounced ideas on the subject, as is quite natural considering her technical knowledge of the topic and her extensive experience in all its details, and she was distinctly individual in her presentation of the subject. She spoke in a determined tone of voice, and withal with such a convincing method of delivery as to leave no room for doubt that all she said was mathematically correct. She told her hearers how to mix colors with brains and how to teach the pupil to do the same.

The pupil first of all should be taught to place reliance upon his own instincts. The genius of the child should be relied upon chiefly, instead of teaching him to follow blindly the regulation rules covering the subject. And as an important preliminary training, the child should be taught to draw correctly.

Miss Locke interpolated her paper with various breezy suggestions delivered in such a breezy manner as to make an ordinarily dry and technical subject exceedingly interesting, even to the uninitiated. She held that there were great opportunities in this line to inculcate great moral principles into the pupil. It could be made the medium of much good influence. Red

she characterized as Buffalo Bill's color, and in this connection took occasion to criticize the practice of the circus men in putting up bill posters of such gorgeous hues and flaming effect. Their influence was bad on the sensitive minds of the youth of the land, she contended. Miss Locke was voted decidedly interesting and instructive, as she always is, whether speaking on art themes or the higher theme of christian science.

#### ARCHBISHOP IRELAND.

We are glad to present the following extracts from the address of Archbishop John Ireland, of St. Paul, before the N. E. A. He said:

I will be permitted to make at once my profession of faith. I declare most unbounded loyalty to the constitution of my country. I desire no favors. I claim no rights that are not in consonance with its letter and its spirit. The rights which the constitution allows I do claim, and in doing so I am but the truer and more loyal American. In what I may say to this distinguished audience, the principles of our common American citizenship shall inspire my words. I beg that you listen to me and discuss my arguments in the light of these principles.

I am the friend and the advocate of THE STATE SCHOOL.

In the circumstances of the present time I uphold the parish school. I do sincerely wish that the need of it did not exist. I would have all schools for the children of the people state schools.

The accusation has gone abroad that Catholics are bent on destroying the state school. Never was there an accusation more unfounded. I will summarize the articles of my school creed: they follow all the lines upon which the state school is built.

The right of the state school to exist, I consider, is a matter beyond the stage of discussion. I most fully concede to it.

To the child must be imparted instruction in no mean degree, that the man may earn for himself an honest competence, and acquit himself of the duties which society exacts from him for its own prosperity and life. This proposition, true in any country of modern times, is peculiarly true in America. The imparting of this instruction is primarily the function of the child's parent. The family is prior to the state. The appointment of Providence is that under the care and direction of the parent, the child shall grow both in body and in mind. The state intervenes whenever the family cannot or will not do the work that is needed. The state's place in the function of instruction is *loco parentis*.

As things are, tens of thousands of children will not be instructed if parents remain solely in charge of the duty. The state must come forward as an agent of instruction; else ignorance will prevail. Indeed, in the absence of state action, there never

was that universal instruction which we have so nearly attained and which we deem necessary. In the absence of state action I believe universal instruction would never in any country be possible.

State action in favor of instruction implies free schools in which knowledge is conditioned in the asking; in no other manner can we bring instruction within the reach of all children. FREE SCHOOLS! Blessed is the nation whose vales and hill-sides they adorn, and blessed the generations upon whose souls are poured their treasure! No tax is more legitimate than that which is levied for the dispelling of mental darkness and the building up within a nation's bosom of intelligent manhood and womanhood. The question cannot be raised, how much good accrues to the individual taxpayer; the general welfare is richly served, and this suffices. It is scarcely necessary to add that the money paid in school tax is the money of the state, and is to be disbursed solely by the officials of the state, and solely for the specific purpose in view of which it was collected.

#### COMPULSORY LAWS.

I unreservedly favor state laws making instruction compulsory. Instruction is so much needed by each citizen for his own sake and for that of society, that the father who neglects to provide for his child's instruction sins against the child and against society, and it behooves the state to punish him.

Compulsory education implies attendance in schools maintained and controlled by the state only when there is attendance in other schools known to be competent to impart instruction in the required degree.

The compulsory laws recently enacted in certain states of the Union are, to my judging, objectionable in a few of their incidental clauses. These, I am confident, will readily be altered in approaching legislative sessions. With the body of the laws and their general intent in the direction of hastening among us universal instruction I am in most hearty accord.

It were idle for me to praise the work of the state schools of America in the imparting of secular instruction. We all confess its value. It is our pride and our glory.

The republic of the United States has solemnly affirmed its resolve that within its borders no cloud of ignorance shall settle upon the minds of the children of its people. To reach this result its generosity knows no limit. The free school of America—withered be the hand raised in sign of its destruction. [Applause.]

\* \* \* \* \*  
"Allow me one word as a Catholic. I have sought to place on the precise line where it belongs, the objections of Catholics to the state school. Is it fair, is it honest, to raise the cry that Catholics are opposed to education, to

free schools, to the American school system? I do lose my patience when adversaries seek to place us in this false position, so contrary to all our convictions and resolves. In presence of this vast and distinguished assembly, to have addressed is an honor I shall never forget, I protest with all the energy of my soul against the charge that the schools of the nation have their enemies among the Catholics. Not one stone of the wondrous edifice which Americans have built up in their devotion to education, will Catholics remove or permit to be removed. They would fain add to the splendor and majesty by putting side by side religion and the school, neither interfering with the work of the other, each one borrowing from the other aid and dignity. Do the schools of America fear contact with religion? The Catholics demand the Christian state school. In so doing they prove themselves the truest friends of the school and the state. [Prolonged applause.]

ALL this talk about the "gall" of President James H. Canfield of the N. E. A., is foolish.

The association never has had, and never will have an abler presiding officer. He was always prompt, genial, witty, and decisive. He could not do otherwise than he did when Mr. Forbes presented the resolutions reciting the facts as to the illegal and unlawful proceedings of "Bro. Sheldon" and Bro. Sheldon's "executive committee." He was not James H. Canfield then and there, at all—he was only the "tool" of "Bro. Sheldon" and Bro. Sheldon's "executive committee," carrying out the illegal and unlawful program of Bro. Sheldon as he directed.

That was all—he accepted the position of president in Nashville under the manipulation and the dictation of "Bro. Sheldon." When he did that he, of course, became the "tool" of "Bro. Sheldon" to carry out and consummate any and all illegal acts such as a "bought" position involved.

OUR teachers with their intelligence will give us a state and a country which will be free, strong, rich and virtuous.

THE common school is nursing in its bosom great statesmen, great poets, great artists, and these are the real wealth of the people.

#### Home Seekers' Excursions

AT HALF RATES, VIA WABASH LINE, will be run September 9th and 23d, and October 14th, to points in Southwest Missouri, Kansas, Nebraska, Arkansas, Indian Territory, Oklahoma, Texas, Colorado, New Mexico, Wyoming, Utah, Idaho, Montana, South and North Dakota, Iowa and Minnesota.

RATE—One fare for round trip. For time tables, tickets and other particulars, apply to the nearest Ticket Agent of the Wabash or connecting Lines.



# ILLINOIS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.  
J. B. MERWIN ..... }

It is time now for our teachers and school officers to see to it that the school law in all the States be so amended as—

1st. To provide for the payment of the wages of our teachers at the end of every month.

2nd. That the estimates be made at the next annual meeting to cover this important point. Teachers should be paid at the end of every month in all the States as other County and State officers are paid.

3rd. Estimates should be made so as to sustain the schools nine months during the year if possible.

4th. The minimum salary should not be less than \$50.00 per month in order to secure competent teachers for all the schools.

We can afford to do all this, with our abundant crops, good prices and growing prosperity.

Yes, we will cheerfully and promptly send sample copies of this JOURNAL free to any of your friends or to any of your school officers. Give us their names and post-office address.

It is very helpful, as you see, to our teachers and their work in the schools, for whenever a dozen copies of this JOURNAL is circulated, it is sure to make a hundred solid intelligent friends of good schools.

We think it will be admitted that in the great majority of our schools in the country the school terms are too short.

Our school officers are all the time crippled for money, both in the city and in the country.

We very much need to wake up and cultivate public sentiment through all the local papers in favor of longer school terms and the more liberal compensation of our teachers, and to show the danger and disadvantages of illiteracy among the people.

Illiterate people do not accumulate so as to be able to pay for anything, no progress no common means, poverty all the time.

THIS work of the teacher done in our common schools is not a battle without victory, not a barren thing; the growing expanding mind of the pupil seizes truth, feeds upon it and grows strong day by day. Yes, victory is already achieved.

Do not let the mere words of the text book harden into things. Methods are only the means to an end.

LET there be light, else all is chaos. The teacher must not only bring light, he must be a light, for then only can he accomplish great things.



PROF. J. FAIRBANKS,  
SUPT. SCHOOLS, SPRINGFIELD, MO.

"According to the gift which bounteous nature hath on him bestowed."

—SHAK.

PROF. FAIRBANKS says, that as yet "it is more than likely that none of us quite recognize what education is fully, and really what it is to accomplish for the children and the State. But one thing is certain, that without it we may be savages, with it men and women of both culture and power.

Education is power—ignorance is weakness; that the man or woman who expects to get most out of life must be educated, must have his faculties developed, trained, drawn out and made strong.

We do not want simply the few to be educated, but the many—all.

It cannot be supposed that any intelligent, rational parent could be found who would want his child to be forever miserable or to go out to fight without weapons a desperate foe, or to cross the main in a leaky boat; but many of us are now doing a worse thing than this in the treatment of our children's minds, all from the inadequate idea we have of what education is to do for them.

Not one child should be permitted to grow up without systematic mental and moral training, such as our common schools give—training that will meet the condition and demands of the State on each individual.

If the child is worth preserving, then his best qualities should be brought out, and he should be made the most possible of. Not to do this robs society of that much moral and intellectual force and is wasteful and unwise.

We cannot dare too much, spend too much, or hope too much in this work we are doing as teachers. How it would loom up into splendor and glory and righteousness and power, if it could be all concentrated into one grand whole, and be seen as such at one view. Is it any less because it is not thus seen? or less valuable? or important? Let us each feel and work

with the consciousness that we are a part of the grand army who bring peace, plenty and prosperity without bloodshed—without wrong or injustice.

THE Green County Teachers' Institute has just closed an unusually successful session, there being over 200 teachers present. There was great interest and enthusiasm throughout. A resolution was adopted to-day commending Supt. Fairbanks' system of having a three days' written examination for teachers. The question of tariff vs. free trade came up in the history class, and precipitated a lively controversy. Prof. Fairbanks is not afraid of any live question, and hence there is always a profitable session of both his local and general sessions. L. E. Wolfe, nominee for State Superintendent of Schools, delivered an address. We hope every teacher and school officer in Missouri will co-operate liberally with Prof. Wolfe in his efforts to place a good library in every school district in the State.

### THE NEW CAMPAIGN.

"You are looked for and called for."

—SHAK.

WITH September, the new school year opens. It opens the new campaign of education, following the truce and peace of the summer vacation. Teachers and pupils and school officials, we ought to be now in the best condition for an effective campaign, so much the more effective because the vast majority in this glorious war against ignorance and its helplessness are well-trained veterans in the service, having spent three, five, ten or more years on the same bloodless and triumphant battle-fields.

From great victories already won it is a matter of course that we can win yet greater in future, as we have greater resources in ourselves, and also in the partially educated scholars and in the better school rooms and more extensive apparatus furnished us.

We must outdo ourselves in the new campaign, acting on the truth that the powers and operations of the mind are capable of indefinite or unlimited enlargement and efficiency—as a highly-endowed and thoroughly educated musician like Albani, Annie Louise Cary, Adelina Patti, Emma Abbott, Theodore Thomas or Gilmore, a jurist like John Marshall, William M. Evarts, L. Q. C. Lamar, or a painter like Bierstadt, Munkacsy, Verestchagin or Rosa Bonheur, can produce results that seem wonderful and marvelous because of continuous and well-directed effort, renewed many times during successive years, each in his chosen field; so can the teacher and the scholar constantly gain power and skill in his chosen field—and it is the sacred duty of each to be constantly improving, not merely the great body of teachers, the rank

and file of the educational army, but even more surely and rapidly the teachers and professors who occupy the higher and more responsible positions in which the development should correspond with the duties they have to fulfil. All such ought to be growing year by year, with the whole force of their nature, availing themselves of all resources within reach.

Is it too much to say if a teacher stops growing, he should stop teaching? Pedagogy is a science and an art. If it drops down into the rut of a mechanical art, a treadmill round, the effect is disastrous alike to teacher and pupil.

The growing teacher will amass new material and devise new ways in using it, even on all familiar topics in order to sustain or to increase the enthusiasm of his work, will read, and reflect, will see and hear whatever revives and stimulates him to fresh zeal. As Rufus Choate was in the habit of reading Cicero and Plato and Lord Bacon, during leisure hours, to keep his own mind keyed up to concert pitch, by and with such great thinkers, so will every right-minded teacher use the proper means to retain and to augment his own intellectual acumen. As is the teacher, so is the school. As is the general, so is the staff of officers and the brigade.

As Lord Nelson gave out the battle cry at Trafalgar: "England expects every man to do his duty," so does our country expect every teacher to do his duty, not grudgingly nor stintedly with scanty measure, but with all fullness and fervor, not as a hireling but as a patriot, training up citizens for the best country and the best government on earth. To such the plaudit shall be: Well done, good and faithful servant.

L. W. HART.

### NEW THROUGH TRAIN SERVICE VIA THE "BURLINGTON ROUTE."

BETWEEN ST. LOUIS AND THE WEST.

ON September 1st, the Burlington Route establishes new train service from St. Louis to the West. In addition to "The Burlington's Denver Express," now leaving St. Louis daily at 8:15 P. M., a daily morning train will run, leaving St. Louis at 8:20 A. M., arriving at Hannibal 11:59 A. M.; Brookfield, 3:40 P. M.; Chillicothe, 4:25 P. M.; Kansas City, 7:55 P. M.; Denver, 6:30 P. M. the following day. Passengers for St. Joseph change at Cameron and arrive in St. Joseph at 7:00 P. M. This train will be made up with Pullman Palace Buffet Car, Free Chair Car, Day Coach, Smoker, etc., and will be the only and fastest through train to Colorado, leaving St. Louis in the morning. For further information etc., apply to

HOWARD ELLIOT,  
G. P. A., St. L. K. & N. W. R. R.  
No. 325 Chestnut St., St. Louis, Mo.



THE Boston Evening Transcript, of late date, in speaking of the educators of the Old Bay State, says: "Self-preference seems to have taken the place of that pioneering, self-denying and courageous spirit which made the name of Massachusetts known educationally the wide world over."

What has really been accomplished is a dead level of successful mediocrity. Temporary expedients, patent devices, shifty methods have taken the place of the broad principles and distinct generalizations enunciated by the heroic leaders who gave Massachusetts her reputation, and who went far to make her what she is educationally."

Bro. Sheldon's Journal of Education says: "There is no occasion for our friends to send us more marked copies of the Transcript from which this is taken. We have already an abundant supply."

But true to its "shifty methods" and in justification of its "successful mediocrity" the Journal says: "It should be remembered, however, that there were no summer schools in Mr. Mann's day, else he might be tempted to earn a few hundred dollars in vacation himself."

#### FROM OTHER COUNTRIES.

##### ITALY.

The "Annuario Statistico Italiano" for 1887-8, contains the following interesting data: The number of public school class-rooms in 1861-62 was 21,253 with 885,264 pupils; in 1884-85 it had increased to 42,895 with 1,955,264 pupils. Besides these elementary day schools the state now maintains evening and Sunday schools. Their increase is phenomenal:—

1884-85	2,803 evening schools with	108,170 pupils.
1885-86	73,665 "	290,795 "
1886-87	495 Sunday "	16,031 "
1887-88	6,652 "	189,763 "

Both, the number of classes, and the number of pupils have increased yearly, or over 100 per cent. within 5 per cent., while the evening schools show an increase of 200 per cent., and the Sunday schools are to be considered a new departure; for before the year 1860 Sunday schools were unknown.

Owing to the phenomenal efforts in the educational field the number of illiterates has decreased, as is seen from the following figures:

1861	78 per cent. of the population, 82 per cent. of the children, of 6-12 years.
1871	74 " of the population, 76 per cent. of the children of 6-12 years.
1881	66 " of the population, 65 per cent. of the children of 6-12 years.

Illiterates. In 1861, of every hundred couples applying for a marriage license, 69 per cent. were unable to read or write; this number has decreased to 54 per cent. in 1886. In the year 1886, 64 of every 100 recruits were illiterate, in 1888 only 45.

Of course viewed from an American, English or German standpoint these facts are not particularly inviting, but they serve to show what enormous steps the State in Italy is making toward enlightening the people.

##### SWITZERLAND.

The Pestalozzi Monument in Yverdon has been unveiled on the 5th of July.

##### PRUSSIA.

In Osnabruck, a twelve year old boy hung himself in a grove because he failed to be promoted.

In Field, near Moers, one of the best known educators of Germany died recently. It was F. L. Zahn, the successor of Adolph Diesterweg in Moers. Zahn was author of a text-book entitled "Biblical History," and exercised a lasting influence upon the Prussian schools.

#### AN ESTABLISHED FACT.

"We give thee kingly thanks."  
—SHAK.

It is a well established fact that passengers traveling in any direction will consult their own interests and promote their own comfort by taking the CHICAGO & ALTON RAILROAD whenever that line can be used for the whole or part of a journey. The Chicago & Alton Railroad is the only complete stone-ballasted line running between the cities of St. Louis, Kansas City and Chicago. This line has the proud record of being the first road in the world to adopt Pullman Sleeping Cars, Dining Cars and Reclining Chair Cars, and the first road to incorporate these three luxurious features of modern travel in vestibuled trains. The CHICAGO & ALTON RAILROAD makes no extra charge for seats in its magnificent and luxurious Palace Reclining Chair Cars which are run on all through trains, day and night, nor for passage in any of its fast, famous and solid VESTIBULED LIMITED TRAINS.

Vestibuled	CONSISTING OF	Vestibuled
	NEW SMOKING CARS, PALACE RECLINING CHAIR CARS, PULLMAN BUFFET SLEEPING CARS AND PALACE DINING CARS,	

running through without change between  
ST. LOUIS AND KANSAS CITY,  
ST. LOUIS AND CHICAGO,  
KANSAS CITY & CHICAGO.

The equipment of the Chicago & Alton Railroad between St. Louis and Chicago also includes Ladies' Palace Day Cars, free of extra charge; and Pullman Buffet Compartment Sleeping Cars—Beauties.

The best and surest connections are made in Union Depots in St. Louis, East St. Louis, Kansas City, Chicago and Bloomington.

Ask your own Home Ticket Agents for tickets via the Chicago & Alton Railroad, and thus secure the lowest rates, the quickest time, and the best accommodations.

#### Chicago & Alton Railroad Ticket Offices.

St. Louis—117 North Fourth St. (under Planters' House), and Union Depot.  
East St. Louis—Relay Depot.  
Kansas City—814 Main St., 1088 Union Avenue (opposite Union Depot) and Union Depot.

Chicago—195 South Clark Street, and West Side Union Depot.

Information as to rates, time, connections, etc., will be cheerfully furnished on application to

D. BOWES,

Gen. Western Passenger Agent,  
117 N. 4th St., St. Louis, Mo.

A SHORT series of separate papers on American newspapers will appear in The Century Magazine during the coming volume. William Henry Smith, Esq., manager of the Associated Press, will write on "The Press as a News gatherer," and General H. V. Boynton, the veteran correspondent at Washington, is among the contributors to the series.

THE more we consult The Century Dictionary the more valuable and helpful we find it in every department.

Its quotations seem to be chosen with a view to illustrate and assist the definitions as much as possible. American authors are liberally used as well as the standard English authors. Not only have so-called literary books been quoted, but scientific and popular books as well, and magazines and even newspapers.

These quotations are not only valuable, but extremely interesting; indeed, the book is a treasury of quotations, familiar and unfamiliar. If a person is seeking a quotation containing a certain word, a look at that word in the CENTURY DICTIONARY will usually result in finding a usable one.

So too in these days of advanced study at home, questions on all sorts of subjects are continually arising which it is almost impossible to answer unless one possesses a great and costly library of reference—and even then much research is necessary.

Foreign countries, governments, and ways are continually brought before us in our newspapers and magazines. The reader who has THE CENTURY DICTIONARY at his elbow will be prepared for any emergency. Here are given the administrative and territorial divisions of foreign countries, as *arrondissement, hien, vilayet*, etc., names of offices, and the duties and functions of office holders, as *chamberlain, chancellor*, etc. Parliaments and legislative bodies, as *Cortes, Bundesrath, Reichsrath*, etc., their nature, composition, and scope, are fully defined, with much important historical detail of use to the general reader as well as to the student of foreign politics and history. Parties and classes, as *Anarchist, Nihilist, Collectivist, Socialist, Opportunist, Charistat, Fenian, Freesoiler Carbonari*, etc., as well as religious sects, schools of thought past and present, customs, dialects, etc., are here described, and in fact every kind of information that can conduce

to intelligent reading has been recorded and made available for your use. The Century Co., 33 East 17th St., N. Y.

S. F. Junkin & Co., Cor. 9th and Olive Streets, St. Louis, are the western agents of this valuable work.

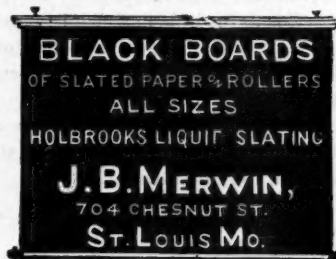
THE New England Magazine is bent upon honoring the South. The University of Georgia comes second in her series of illustrated articles on the colleges of America, and is presented by Charles Morton Strahan, in the September number, with a series of finely executed engravings.

THE growth of the great city of Minneapolis, and its condition as it now presents itself in 1890, is finely pictured and ably treated in the New England Magazine for September, by Prof. W. W. Folwell, of the University of Minnesota.

EFFINGHAM, MAYNARD & Co., of N. Y., have issued THE WORKING PRINCIPLES OF POLITICAL ECONOMY, by S. M. MacVane McLean, Professor of Harvard College. The author aims to put before the reader a clear statement of the tenets of Political Economy as held at the present day. His language is simple and so far as possible free from technical terms; and his presentation seeks to state, in the case of controverted points, the views of all parties. An acquaintance with this work ought to do much to classify the misty views generally entertained by the unscientific student.

Harvard seems to have assumed as a part of its offices as a university, the function of rationalizing the thought of the general public, and works such as this and the one published by Professor Taussig, promise great value for Harvard's "new departure."

LONGMANS, GREEN & Co., N. Y. have just issued a school geography for North America by George G. Chisholm and C. H. Leete. It is in book form, (it being designed as an auxiliary to any atlas,) and is very happy in so connecting history and geography as to attain a unity conspicuously absent in most geographies. For schools of high grade, for colleges, and for the library it will be found a most excellent work.



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## LOUISIANA

EDITION

### American Journal of Education.

\$1.00 per year in advance.

WHAT are the average wages paid the teachers in your state?

Are they sufficient to secure the proper talent to train and educate all the children for the duties and responsibilities of this age? Are the school terms long enough to properly educate the people not only to obey the law, but to make the law? If not, we must pay roundly for the poor, unjust laws under which we live.

A MAN who lived in a swamp daily prayed to Jupiter for health. "Pray from the hilltop and your prayer will be answered," said Jupiter.

CERTAINLY our teachers ought not to be expected—nor do they need to adapt themselves to the varying caprices of political parties—they stand and work for the affirmation of the power of intelligence over ignorance always and everywhere.

THE improvement of society marches onward under the guidance and inspiration of our common schools in spite of all obstacles, and that too, without intermission, worthy the divine power with which its leaders and teachers are inspired.

THIS circle in which light succeeds ignorance, and civilization succeeds barbarism is ever extending its horizon and must inevitably embrace all.

THIS arsenal of the human passions is not so dangerous as it may seem if morality and intelligence, such as is taught in our common schools, holds the keys to it.

OUR common schools have been established to aid society to overcome obstacles which impede its progress and right royally are they vindicating the wisdom of those who founded them.

#### OUR AIDS.

PLEASE to read what is said of the practical beneficial results of using our "Aids to School Discipline." It is said the attendance has increased more than 100,000 by their use.

Your "Aids to School Discipline" recently sent me, have been used in the "Chapel Hill School," and the result I wish to make known so that others may see how valuable they are.

They produced industry at once, and awakened a new interest among the pupils and parents; and there has been no tardiness or bad conduct among the pupils since I began their use. And of course we are all highly pleased with such results.

Please to send another set by first mail, and oblige,

Yours very truly,

A. A. L.

#### A VAST PATRIMONY.

"I will repute you ever,  
The patron of my liberty."

—SHAK.

SO IMPORTANT and so valuable is the work done by our teachers in the common schools of the country that already every sixteenth section of public land in the States admitted prior to 1848 and every sixteenth and thirty-sixth section of such lands in the States and Territories since organized, have been granted for educational purposes.

The lands granted for educational purposes, both for common schools and universities, throughout the Union, have, so far, amounted to nearly 100,000,000 acres.

LET it be clearly and definitely understood and stated that our teachers train the pupils in the public schools all the time to obedience to law, to co-operation, to industry and punctuality, frugality of time, and to unity of effort to accomplish certain specific results.

The criminals and taxation come, for the most part, from the six millions and over who do not get any of this school training.

Ignorance costs. Intelligence pays in every community.

OUR teachers train and develop in their pupils that power most important of all power, to know and to control themselves; power to take right views of our place and destiny in this world and beyond this world; to rise superior to the influence of daily necessity and immediate gratification, into the contemplations suited to immortal spirits.

Power to "do the great service to the State by raising the souls of the citizens," so that all shall

"Grow great by your example and put on  
The dauntless spirit of resolution."

INTELLIGENCE as it is fostered and established in our common schools everywhere and all the time begets wealth and comfort and character, as surely and inevitably as ignorance begets and perpetuates poverty.

Our teachers work for and create intelligence, and so create wealth, prosperity, character and power all the time. They bring back to the people ten fold their cost.

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

#### —THE ONLY—

## PRACTICAL AUTOMATIC SCHOOL SEAT AND DESK

WHICH EMBODIES ALL THE

Latest and Best Improvements in School Furniture.

It Will Pay You to Read and Digest the Important Facts Concerning our Practical, Solid AUTOMATIC DESK AND SEAT



It is Unrivalled in Durability and Beauty, as well as in Design, Construction and Finish.

#### TAKE FIVE MINUTES AND READ.

Seven Reasons why the PRACTICAL AUTOMATIC is the Cheapest and Best School Seat in Existence.

1. The fold is such that the Desks can be placed closer together than other desks, thus saving VALUABLE FLOOR SPACE and also enabling the pupil to sit ERECT IN THE SEAT, not having to lean forward to use the desk in front, as is the case in old style fold or turn-up seats, which have to be placed a considerable distance apart in order to fold at all. In many instances pupils slide in out of them, tearing their clothes and shuffling their feet, creating not a little noise. Sit down in our Practical Automatic seat, and draw another desk close in front of you, then rise to your feet and notice how nicely the seat is folded back out of the way by the natural straightening of the limbs in rising. Then in turn, place an old style turn-up seat behind our Practical Automatic and you will at once see how far apart it will have to be placed to use the fold, when rising in the seat.
2. Be slow to purchase a desk that is not constructed so as to give continued comfort. Most any seat will seem comfortable for a minute, but if the back is not supported, the pupil will soon become tired and restless. Desks that have a concave curve where the small of the back needs support, are injurious and can not be comfortable. We have followed the best medical advice in the construction of our seat and have fully overcome the difficulty manifest in so many school seats. Who ever saw church pews or chairs of any kind with a double curve and a great hollow right where the back needs support?
3. The Practical Automatic seat is THOROUGHLY BALANCED, and will never loosen from the floor. The seat is so hinged as to have no leverage and can not sag or get out of position.
4. The Seat, the Back and the Top are each made as ONE SOLID PIECE; the seats and backs are made of light and dark slats alternated, which gives an attractive appearance, and are fastened together by our PATENT CENTRAL DOUBLE V GLUE JOINT; this joint has great strength and cannot break.
5. Our method of combining or fastening wood to iron is exceptionally good, and is so simply done that the most ordinary person can put the Practical Automatic together. Damp, cold weather tends to swell wood and contract iron; warm, dry weather tends to shrink wood and expand iron. It matters not how thoroughly seasoned the timber is, the atmosphere will affect it, and if only a little, the iron expanding and the wood shrinking at the same time, will be sufficient to work ruin to a desk if the changes are not provided for. Our method fully overcomes the difficulty and allows a free movement of the wood on the iron, or vice versa, and though such actions occurred a thousand times, the desk will be as strong and firm as when first set up.
6. Most folding desks make a noise when operated. The Practical Automatic can honestly claim superiority in this respect. The hinge or joint bearing does not turn on a hard or soft metal bushing. Two metals cannot operate together without creating a noise. If the metal be hard, like iron or steel, the noise will be greater than if the metal was soft, like zinc, tin or lead, the latter will not, however, last very long, although frequently used. Our bushing is made of compressed Anti-Friction Paper, same as that used for Car Wheels. We also use washers of same kind of paper on both sides of the joint, and by so doing, entirely isolate the seat bracket from touching iron. Positively NO NOISE is the result. We use RUBBER BUFFERS to govern the upward or downward motion of the seat when being opened or closed, and it matters not how willfully careless the occupant of the Practical Automatic Desk may be, the ANTI-FRICTION PAPER BUSHING and the RUBBER BUFFERS prevent noise.

This improvement is so far ahead of anything else used, that our competitors can only find fault by saying it is a cheap affair and made of paper. A test equal to 25 years use in a school-room has placed our device beyond question.

#### IT IS THE BEST!

Friction Paper is used in the manufacture of car wheels and friction pulleys, and in other places where the pressure and wear are very great.

The least touch will open or close the seats.

When pupils rise and leave the seats, they are automatically folded and the janitor does not have to go over the entire room folding desks before sweeping or cleaning.

Our new PATENT FLSUM TOP INK WELL surpasses anything yet invented. Noiseless, attractive and convenient.

We are aware there are many cheap desks on the market, but when you consider the comfort, durability, convenience and beauty of the Practical Automatic School Desk, you will conclude it is the cheapest and best desk in existence, for it will last a LIFE TIME.

Our improvements are the latest and best. We have successfully striven to overcome the weak points in other desks in perfecting our PRACTICAL AUTOMATIC, besides have added new and valuable improvements which are found only on our desks.

Be sure to secure one of our illustrated catalogues, which clearly describes all our improvements in detail.

Our Practical Automatic is Patented.

Several parties are making school desks that are positive infringements upon our rights. We would not encroach upon your time by going into these matters at length, but wish to warn you against purchasing a desk known as the "Perfect Automatic," or any other desk having a fold similar to the one used by us. Do not take the chances of paying royalties or buying a law suit, when you can get the Best Desk from us, and BE ASSURED THAT WE OWN OUR PATENTS.

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## WASHINGTON

D. C.,

EDITION

American Journal of Education

AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

ERIAH BONHAM, Washington, D.C. { Editors  
J. E. MERWIN, St. Louis. ....

LET it be understood that the history of what man has accomplished in this world, is at the bottom the history of the teachers who have worked here.

They were the leaders of men—these great ones—the patterns, and, in a wide sense, the creators, of whatsoever the mass of men contrived to do or attain.

All things that we see standing accomplished in the world are properly the outer material result, the practical realization and embodiment of thoughts that dwell in the great men sent into the world; the soul of the whole world's history, it may justly be considered, were the history of these.

"Think truly, and thy thought  
Shall the world's famine feed;  
Speak truly, and each word of thine  
Shall be a fruitful seed;  
Live truly, and thy life shall prove  
A grand and noble creed."

We wish all our correspondents and subscribers would put the name of the State and the County on their letters as well as the name of the Post-office so that we can do the same when we send this JOURNAL to them—then they will receive it regularly, especially if they write their own name plainly.

THE politician believes that the people exist only to perpetuate and extend his personal interest. The patriot believes that the people and institutions exist for the benefit of the people instead of for his special personal service.

PUBLIC good faith with the people demands that the common school in every State shall be established and perfected until every child is brought under their enlightening and beneficent influence. Only in this way can we establish equity and justice.

THE common school in the States and the Nation, bear along with them the safety and the soul of the republic. They are democracy systematized and put in form for the larger duty devolving upon the people.

Whoever reads the AMERICAN JOURNAL OF EDUCATION will come to know the value and importance of the work our teachers are doing in the common schools of the country. There is a deep logic of action involved in their establishment and perfection. They are the hope, and the safety, of the common people in every State.

THE common school serves above all and over all to create institutions

which enrich man. They lay the foundation in fact, and in form for safe government. They are somewhat truthful, they do not fluctuate, they will be established, maintained, and perfected in all the States.

## THE GREAT MASTERS.

"One of the Greatest in the Christian Land."  
—SHAK.

Dickens and Scott lead all the rest. Almost everyone knows who are the great masters of fiction in the world to-day. We name them in the order given by a vote published in *Queries* (Buffalo, N. Y., July), adding the number of votes cast for each writer: Dickens, 135; Scott, 135; Thackeray, 130; George Elliot, 121; Hawthorne, 118; Hugo, 115; Bulwer-Lytton, 67; Cooper, 52; Goethe, 40; Dumas, 37. These were the ten masters—we might call them the "upper ten." We suppose this vote accurately records the verdict of intelligent people the world over. Some would add Fielding; others, Mrs. Stowe, and make the number twelve. We dare say that many whose eyes will catch these words have read dozens of novels by Bertha M. Clay, Rider Haggard (whose books are indeed haggard enough), Mrs. Wood, "the Duchess," Cecil Hay, James Payn, W. E. Norris, Wm. Black, and a host of other second, third, and even tenth-rate writers.

It is a pity especially for our teachers and for any one else, now to waste time on any of the trash. We send you *Dickens'* or *Scott's* complete works, post paid and *this Journal* one year for \$2.00.

THE man who shuts out intelligence from the common people, succeeds in making the very heavens squint.

THE common schools mean universal service, as well as universal suffrage. The man who opposes them is an affront to equity, to justice and to intelligence.

THE latest report of Dr. Franklin Carter, President of Williams College, shows that in choosing a successor to the late Mark Hopkins, the trustees were exceedingly fortunate. Large endowments, new buildings, and an enlarged and liberalized course of study, are the benefits which the college have derived from Dr. Carter's administration. The institution, while remaining a college instead of converting itself into a university, has been among the foremost of our educational institutions in attempting to realize all that is most rational in the more recent pedagogical ideas.

THE work of the teacher means light and strength and obedience to law. It means a reformation of society on a better and truer basis.

The teacher works for the people. He is not only a great need, but earns and deserves an exceeding great reward.

EX-CHANCELLOR BASCOM'S recent address to the Law Class is marked by that largeness of view and force of statement so characteristic of his writings. A few extracts seem to be in order.

"When a young man yawns and stretches himself, I take it he is getting ready for work."

"I look a young man gladly in the eye, because I feel he may be willing to do something with devotion; that the future has not suffered eclipse by the present. Youth is at least a little hillock on which the soul gets a horizon."

"It is only a sound mind and a generous heart which adequately reflect things about them as pure water the rosy sky above it."

Public education, taking to itself all classes, extending to all places, and covering all knowledge, should, from its bottom stone in the primary school to its top stone in the university, be most sacred to us as the most distinctive historic fact in our past record, and as the only sufficient guarantee of national safety in the far more difficult, far more complex interests and issues of our future career. Liberty and largeness must be the motto of our educational work; inward force and conquering form, its true development."

LET us remember that love is a fire that kindling its first embers in the narrow nook of a private bosom, caught from a wandering spark out of another private heart, glows and enlarges until it warms and beams upon multitudes of men, upon the universal heart of all, and so lights up the whole world and all nature with its generous flame.

CERTAINLY there are ten persons, counting in some of the older pupils in your schools, and the patrons who will help you organize a "Reading Circle." Of course every teacher knows that ten persons organized for culture, or for business, or for social recreation, can do more than one hundred who are not organized.

Certainly every teacher can find nine others to unite in a Reading Circle. Alone, man is small and weak; united in organization for any such good as this and we become a power.

Do not let the indifferent and the ignorant and the poor steel themselves against your work and your influence and your power to help them in sympathy, love and co-operation; you should listen to all their complaints, give them thy hand and thy heart and lead them into a better life.

THE teachers come and go to the people in the form of help, bringing light. Let them be everywhere welcomed and honored.

## Wonders

Are wrought by the use of Ayer's Hair Vigor in restoring gray hair to its original color, promoting a new growth, preventing the hair from falling, keeping it soft, silky, and abundant, and the scalp cool, healthy, and free from dandruff or humors. The universal testimony is that this preparation has no equal as a dressing, and is, therefore, indispensable to every well-furnished toilet.

"I have used Ayer's Hair Vigor for some time and it has worked wonders for me. I was troubled with dandruff and was rapidly becoming bald; but since using the Vigor my head is perfectly clear of dandruff, the hair has ceased coming out, and I now have a good growth, of the same color as when I was a young woman. I can heartily recommend any one suffering from dandruff or loss of hair to use Ayer's Hair Vigor as a dressing."—Mrs. Lydia O. Moody, East Pittston, Me.

"Some time ago my wife's hair began to come out quite freely."

## Ayer's Hair Vigor

not only prevented my wife from becoming bald, but it also caused an entirely new growth of hair. I am ready to certify to this statement before a justice of the peace."—H. Hulsebus, Lewisburgh, Iowa.

"Some years ago, after a severe attack of brain fever, my hair all came out. I used such preparations for restoring it as my physicians ordered, but failed to produce a growth of hair. I then tried, successively, several articles recommended by druggists, and all alike fell short of accomplishing the desired result. The last remedy I applied was Ayer's Hair Vigor, which brought a growth of hair in a few weeks. I think I used eight bottles in two years; more than was necessary as a restorative, but I liked it as a dressing, and have continued to use it for that purpose. I believe Ayer's Hair Vigor possesses virtues far above those of any similar preparation now on the market."—Vincent Jones, Richmond, Ind.

## Ayer's Hair Vigor

PREPARED BY

DR. J. C. AYER &amp; CO., Lowell, Mass.

Sold by Druggists and Perfumers.

WITH a little more kindly, patient persistent effort, our teachers can make our schools so good and so strong and so attractive, as to inoculate all the people with the love of intelligence and art and genius. They are doing this already in thousands of districts all through the country in their organization of Reading Circles and Magazine Clubs.

Remember, for \$2.00 we send you *this JOURNAL* for one year and the complete set of Charles Dickens' works of fifteen volumes. If you prefer a cheaper set we will send you *this JOURNAL* and a complete set of Dickens' works for \$1.60.

IF our readers will mention the fact when they drop advertisers a line of inquiry in regard to their wares—that they found the advertisement in *this JOURNAL*—it will be a benefit all round. Most of them do so already.

Of course advertisers wish to reach the best and most influential class of people and like to hear when and where an advertisement is seen.

VICTORY never forsakes the brave in a right cause.



## THE BASIS OF KNOWLEDGE.

"A precious seeing to the eye."

—SHAK.

Observation is the basis, absolutely, of all knowledge.

Children, in the schools and at home, talk of what they see.

They must have something the eye can rest upon, to properly locate places mentioned in the geography, reading and history lesson to aid the mind to hold on to the facts stated.

Hence the necessity of providing a set of Maps for every school, if you would have pupils read and study properly and successfully.

If children are reciting lessons about the State in which they live or about St. Louis, Chicago and New Orleans, Boston, New York, San Francisco, Galveston or any other city, they must have a map before them to locate properly these places or any others of which the lesson treats.

With maps hanging before them, the children will link State to State and City to City, and trace not only the boundaries but the important commercial relations of each to the other.

In fact, the important news of the day, coming as it does from all parts of the country and the world, cannot be intelligently understood by the children in the school or at home without the liberal use of maps.

A whole class can be taught at once with these Maps before them, and the teacher instructs ten or twenty better and more clearly with them than they could instruct one pupil without them, hence they can do as much more work if these maps are furnished every school as there are pupils to be instructed.

With these maps then every lesson learned is linked to the work and interest of every day life.

What do we produce more than we consume?

Where do we sell it?

What do other States and Countries produce that we buy and use?

Where does our coffee, tea, sugar, spices and clothing come from?

We must learn all these facts, and with a set of maps by which to locate places distinctly we avoid the details which burden the minds of the children with useless information and enable them to get in a short time what it would take years to learn without these helps; hence every school should be furnished at once with a full set of Maps.

They can be had now with a Globe and a set of Reading Charts for such a trifling expense when the great advantage they give to every child is taken into consideration — together with the time saved.

These advantages are so obvious and clear to intelligent school officers that it only remains to point out where they can be had. We give you the evidence of their help and value by

those who have proved what can be done with them — by the test of experience.

## HOW TO DO IT.

"I give it you

In earnest of a farther benefit."

—SHAK.

Miss Rachel N. Schneider, of St. Francois County, Mo., writes us as follows:

"The maps we ordered from you last June, while teaching at Point Pleasant, were received promptly. We were all greatly delighted with them. They are superior to any I have ever used before. We purchased the maps with the proceeds of an

entertainment I gave for that purpose. We raised the money very easily in that way.

I shall return and fill my position as assistant at Farmington Public School, where I have been engaged for the last four years; but at the expiration of the term there I shall again take charge of the summer school at Point Pleasant. We shall have to enlarge the school house next year, on account of the increased interest manifested.

Thanking you for your promptness in sending us these "tools to work with in the school room," I am,

Respectfully,

RACHEL N. S."

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TWENTY-THREE MAPS IN THIS SERIES, EACH MAP 33 X 27 INCHES.

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#### CONSUMPTION SURELY CURED TO THE EDITOR—

Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address.

Respectfully, T. A. SLOOUM, M. C.,  
23-1-61 151 Pearl St., N. Y.

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Tutt's Liver Pills act as kindly on the child, the delicate female or infirm old age, as upon the vigorous man.

## Tutt's Pills

give tone to the weak stomach, bowels, kidneys and bladder. To these organs their strengthening qualities are wonderful, causing them to perform their functions as in youth.

Sold Everywhere.

Office, 39 & 41 Park Place, N. Y.

THE action, the feeling, the vital history of the work done by our teachers in the common schools of the land registers itself, and whether we recognize it or not, becomes great.

#### What are Your Winter Plans?

Public school teachers are likely to fall into intellectual ruts. They personally need some general systematic reading. Then again they ought not to confine their work to the school room. They ought to be a leaven in the community. Thousands of teachers are accomplishing great good for themselves and for others in Chautauqua circles. Will you not join in the work? Or will you not read alone? Address John H. Vincent, Drawer 194, Buffalo, N. Y. A member of a circle writes: "All of us having been out of school for a number of years, are glad of this systematized opportunity of refreshing our memories, and pursuing our studies farther."

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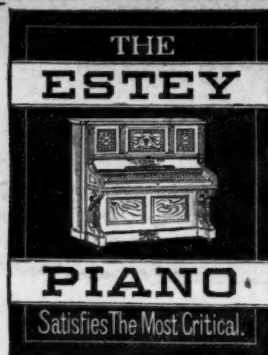
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